

**AGRICULTURAL
EDUCATION**

**BUSINESS
EDUCATION**

**EXTENSION
EDUCATION**

**HOME
ECONOMICS
EDUCATION**

**INDUSTRIAL
EDUCATION**

**INTERNATIONAL
EDUCATION AND
TRAINING**

**MARKETING
EDUCATION**

**TRAINING AND
DEVELOPMENT**

**COMPREHENSIVE
VOCATIONAL
EDUCATION**

Vocational and Technical Education

Linking scholarship and professional practice
in school, work, and community settings

**Doctor of Education
in Vocational Education
Student Handbook**

Department of Vocational and Technical Education
College of Education
University of Minnesota Twin Cities Campus

Ed.D. STUDENT HANDBOOK

Preface

Please remember that the Graduate School Bulletin and policy changes which occur after the Bulletin is printed take precedence over requirements and procedures described in this handbook. In other words, the Graduate School holds you personally accountable for the information in the Bulletin and other official announcements.

The Handbook provides the rules and expectations for the doctoral program which are controlled by the Vocational Education Graduate Faculty. The sections of the Handbook are updated periodically. Check with your advisor to be sure you have current materials. The dates on the Handbook sections will help you determine what is current.

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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

SECTION 1

ORGANIZATIONAL STRUCTURE, GRADUATE FACULTY, AND ADVISOR SELECTION

The Department of Vocational and Technical Education

The core of the Department's mission (revised in February 1991) is to improve theory and practice and to prepare professionals concerned with education and training that enable youth and adults to carry out responsibilities of their vocations in the workplace, the family, and the community. The mission is accomplished by continually improving quality in teaching, research, and service in local, state, national, and global contexts.

The present Department organization includes: the Division of Agricultural Education, Division of Business and Marketing Education, Division of Home Economics Education, and Division of Industrial Education. The Department's other units include the Minnesota Research and Development Center for Vocational Education, National Center for Research in Vocational Education (Minnesota site), the Generator Center, and Office of Special Services. Figure 1 shows the Department units.

The Graduate School

The Graduate School is a coordinating college under the jurisdiction of the Office of Provost and Vice President for Academic Affairs. The role of the Graduate School is primarily the development and preservation of high quality graduate programs. Inherent in this responsibility is control of student admissions in collaboration with faculty, monitoring of Graduate School standards and requirements, and maintenance of reliable student records.

The Graduate School administrative structure includes an Executive Committee and six Policy and Review Councils that are responsible for making general policy for the Graduate School. Figure 1.2 presents the administrative structure of the Graduate School. The Policy and Review Councils approve new courses, new or revised degree programs, and faculty status nominations for programs within their respective areas of concern.

The Department of Vocational and Technical Education Graduate School Programs are under the Education and Psychology Policy and Review Council. Graduate faculty members are granted status by degree program (e.g., education, vocational education, industrial education, marketing education). The graduate faculty for a degree program are responsible for establishing policy for their degree within the parameters of the Graduate School policies.

Figure 1
Organizational Structure

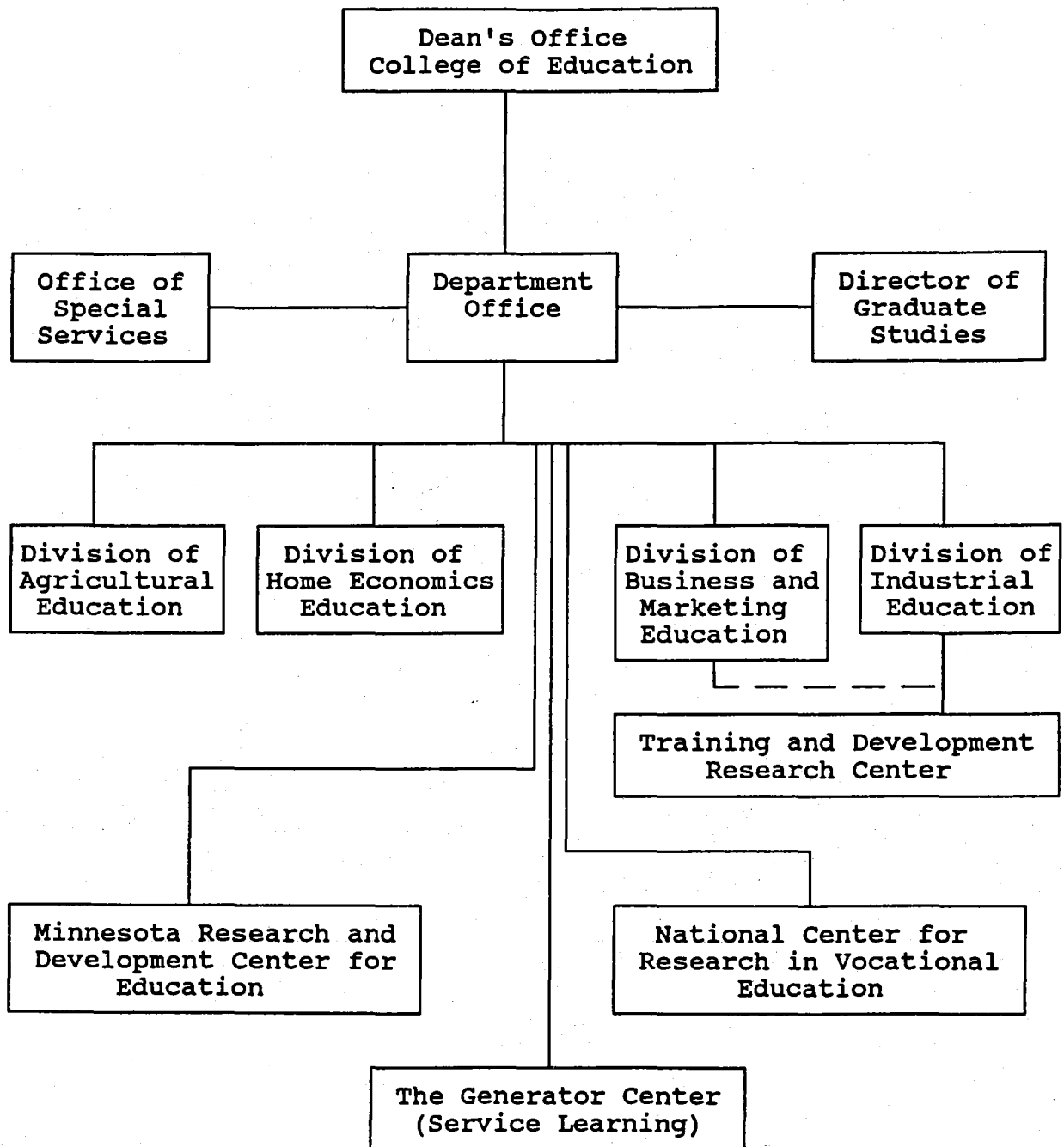
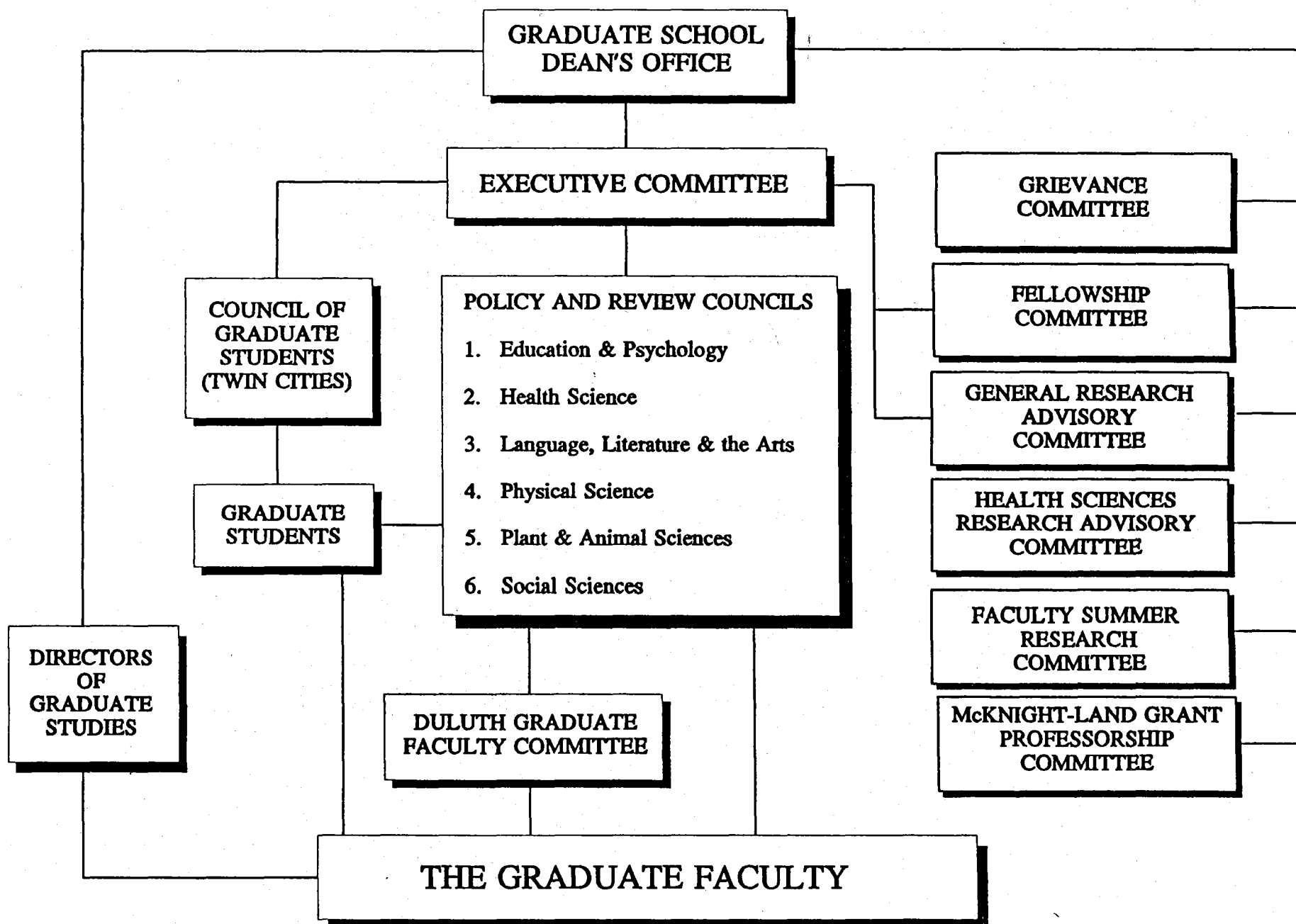


Figure 1.2

THE GRADUATE SCHOOL, UNIVERSITY OF MINNESOTA



Director of Graduate Studies

The Director of Graduate Studies (DGS) is a member of the graduate faculty who serves as the administrative supervisor and coordinator of graduate study within a program and who, together with the department chair, shares in the responsibility to guide and improve graduate education. The DGS serves as a unique liaison among the graduate student body, the graduate faculty, and the Graduate School administration.

The DGS assumes varying responsibilities determined by the faculty, but the central supervisory and coordinating function designated by the Graduate School cannot be delegated. General responsibilities, some of which may be delegated, fall into three areas: (1) student related — admissions, programs, grievances, etc.; (2) faculty related — appointment to graduate faculty, research, etc.; (3) curricular and graduate program related — program changes, course changes, program reviews, etc.

Graduate Studies Committee

The Graduate Studies Committee is a standing committee. It includes the Division Directors of Graduate Studies, the Department Director of Graduate Studies, and two students in Graduate School degree programs. The Division Directors of Graduate Studies are appointed by the Division Heads in consultation with the Division faculties. The two students and the Department Director of Graduate Studies are appointed by the Department Chairperson in consultation with the faculty. The Committee Chairperson is elected by the Committee.

The Graduate Studies Committee is charged by the faculty to:

- a. Recommend to the faculty (after notifying the Educational Programs Committee) policy, standards and procedures for the operation of all post-baccalaureate programs in the Department and including graduate faculty status;
- b. Interpret policy and standards and review and act upon individual student admissions and programs, thesis and field study proposals, internship proposals, examining committees, etc.;¹
- c. Review the implementation of policy, standards, and procedures, and evaluate post-baccalaureate programs throughout the Department;
- d. Initiate proposals for post-baccalaureate courses and degree programs for transmittal to the Educational Programs Committee; and
- e. Review and make recommendations for approval/disapproval of faculty graduate status requests.

As the need occurs, the Committee refers to the appropriate standing committee and/or Department Chairperson items of concern for review and/or action.

¹When the authority to act on individual student programs, etc., is delegated (e.g., to the Division and/or Department Director of Graduate Studies), the Committee serves as an appeal body for the faculty and students.

The Committee is responsible for communicating important actions and interpretations of policy to the faculty of the Department.

Graduate Faculty Status

Associate Membership. A member of the University faculty or a visiting faculty member who holds the Ph.D. or Ed.D. degree in the field or in a field related to that in which membership is sought and who has met the constitutional requirement of approval by the graduate faculty of the program with which he or she is associated is normally recommended by the Education and Psychology Policy and Review Council to the dean of the Graduate School for associate membership.

Associate membership is granted to persons who have evidence of scholarly qualifications in the field or in a field related to that in which membership is sought. Substantial practice in a field constitutes requisite qualifications only if it is accompanied by evidence of scholarship related to the field.

Associate members of the graduate faculty may teach graduate level courses, may advise candidates for specified master's degrees, may serve on examining committees for graduate degree candidates, and may serve as co-advisors on Ph.D. or Ed.D. degree programs with a full member of the graduate faculty.

Full Membership. To be appointed as a full member of the graduate faculty, an individual must be qualified in each of the following three areas: research or scholarship, advanced teaching, and advising of graduate students. Research or scholarly work ordinarily is documented by publication records, with particular weight being given to those publications receiving scrutiny and approval by active, reputable scholars in the field. Teaching competence is documented by student or peer evaluation, here or elsewhere. Persons nominated for full membership have participated in co-advising at least one student in each of the following experiences at the University of Minnesota: doctoral program planning and approval, preparation for and passing of written and oral preliminary examinations, approval of the dissertation topic, and presentation and successful defense of the dissertation. Advising experience is documented by reference to service on examining committees, supervision of M.A. programs or undergraduate honors projects and other graduate advising activities, here or elsewhere.

Advisor Selection

When you enter the doctoral program you may not be familiar with the faculty. Consequently, an official advisor is not assigned at the time of admission. You may have had enough contact with faculty members to have decided whom you would prefer as an advisor. If this is not the case, you should visit with faculty members who have interests and expertise related to your proposed specialization and research interests. The Department Graduate Brochure provides an introduction to the faculty which will help you identify persons whom you may wish to contact. The Director of Graduate

Studies also will help you identify potential advisors. Persons who indicate that Training and Development is their specialization receive a letter indicating the faculty members who are willing to be their advisor.

Advisor selection is a mutual agreement process. The faculty member must be willing to work with you and you must be willing to work with the faculty member. When you visit with potential advisors, you should expect them to question you about your interests, goals, and so on. Similarly you should ask questions to determine if you want to work with the faculty member. Finally, you should ask a faculty member(s) if she/he is willing to be your advisor (co-advisors).

Doctoral student advisors must have full membership in the Graduate School Faculty. Faculty members who have associate membership may co-advise with a full member. The Department Graduate Faculty Specializations Roster indicates faculty status. Copies of the roster are available in the Department Office.

Technically, you do not need to select an advisor until you file your program. However, you are expected to select an advisor before the end of the third quarter of enrollment in the doctoral program. Please notify the Director of Graduate Studies of your choice of advisor. Copies of the Advisor Selection Form are available in the Department Office. If you have not identified an advisor within three quarters, contact the DGS for help. While you are seeking an advisor, the DGS will assist you in the registration process.

You should be aware that you may request a change of advisor if you find that you are not able to work effectively with the advisor you selected. Contact the DGS for assistance.

Department of Vocational and Technical Education

Doctoral Advisor Selection Form

Please mark one: _____ 1. I am choosing an advisor for the first time.

_____ 2. I am changing my advisor.

Today's date: _____

Your name: _____

Local address: _____

_____ Zip _____

Phone: (Work) _____

(Home) _____

Degree Sought: _____ 1. PhD in Education

_____ 2. EdD in Vocational Education

Specialization:

☐ Agricultural education

☐ International vocational
education and training

☐ Business education

☐ Marketing education

☐ Extension education

☐ Training and development

☐ Home economics education

☐ Comprehensive vocational
education

☐ Industrial education

Signature of chosen advisor (required): _____

Signature of Director of Graduate Studies: _____
(required only if changing advisors)

Return to: Director of Graduate Studies
210 VoTech Building
University of Minnesota
1954 Buford Ave.
St. Paul, MN 55108

SECTION 2

DEVELOPING YOUR DEGREE PROGRAM

The purpose of the following material is to provide you with necessary information for developing your degree program for the Doctor of Education in Vocational Education. The materials that you prepare are a Degree Program Form (GS 89), Cover Sheet for the GS 89, and a Degree Program Rationale Statement.

The six purposes of this section are:

- 1) to help you understand the purposes of and process for developing a Degree Program.
- 2) to present the minimum credit equivalents needed to meet the requirements of each program component of the Ed.D. degree.
- 3) to identify required core courses and their equivalents which may substitute until such time as each required core course is finalized and offered through the Department.
- 4) to present objectives of the doctoral program which serve as guidelines for selecting courses and experiences used as evidence of your preparation for preliminary examinations.
- 5) to assist in the development of your Degree Program Rationale Statement by furnishing a framework for planning in the early stages of your studies.
- 6) to supply detailed instructions for preparation of your Degree Program Rationale Statement and your Degree Program Form (GS 89) and its cover sheet.

Overview

The Graduate School requirement for the degree program for Doctor of Education in Vocational Education consists of a list of courses on the Degree Program Form (GS 89). (See Appendix 2.1). Your degree program must be approved by your advisor(s), the Department's Graduate Studies Committee, and the Graduate School. The Graduate Faculty of the Department of Vocational and Technical Education does not believe the Degree Program Form (GS 89) provides sufficient information for the Graduate Studies Committee to evaluate the adequacy of a graduate program. Therefore, in addition to

the Graduate School Degree Program Form, you are required to submit a rationale statement to the Department Director of Graduate Studies for review by the Graduate Studies Committee.

The responsibility for developing and submitting the degree program to the Director of Graduate Studies in Vocational and Technical Education lies with you, the student. However, the process of selecting courses, developing an appropriate rationale, and organizing the degree program for presentation to the Committee should involve the cooperation and active participation of your academic advisor. If your degree program is not approved by the Graduate Studies Committee, it must be revised considering their concerns and re-submitted to the Department Director of Graduate Studies. The degree program must be approved by the Graduate Studies Committee before it will be submitted to the Graduate School for final approval.

The Graduate School requires that each student submit a degree program within two (2) years of being admitted. If the degree program is not submitted within this two year time frame, the Graduate School will notify both the student and the Department Director of Graduate Studies.

Each student must submit a degree program and rationale statement a minimum of 2 quarters before completing the preliminary oral examinations. From a scheduling perspective, it is wise to begin the process of developing a degree program and rationale statement early in one's graduate study so that conflicts in scheduling do not limit the courses one is able to complete. More importantly, adequate time for planning and evaluation is needed to develop a quality program for the doctoral degree. Transfer coursework is finally approved for use in the program by the Graduate School when it audits the official program form.

The urgency for one to begin the process of developing a rationale for the degree program will vary according to the characteristics that are unique to each student. Upon completing a Masters degree students should immediately begin to evaluate courses taken in their masters program to determine the appropriateness of these courses for the doctorate and to place them within the format and structure of the doctoral degree program. The degree program planning should start early enough to allow the opportunity to learn the strengths and interests of individual faculty members who may eventually be nominated to serve on your preliminary examination committee.

The strategy commonly used to identify courses is to study the course description information in the most recent Graduate School Bulletin. Prior to refining the list of courses you would like to complete, it is suggested that you talk to professors and other graduate students to gain insights about the potential value of these courses for helping you meet the goals of your program. While class schedules do change, the class schedules for Fall, Winter, Spring and Summer of the previous years serve as a guide for scheduling the courses to be included in your degree program. The initial planning process is important because students who wish to make major changes in the courses initially identified in their degree program will have to re-submit their degree program and rationale statement to the Department Graduate Studies Committee via the Director of Graduate Studies. The Department recognizes that minor change (1 or 2

courses) in a student's program is often necessary. A student can petition to substitute, add or drop a course from their degree program by submitting a Graduate School petition to their advisor and to the Department Director of Graduate Studies. The DGS will then approve or disapprove the petition. If the reasons underlying the petition are not typical, the petition will be referred to the Graduate Studies Committee for review.

Objectives of the Ed.D. Program

The courses required by the Department in each component area of the degree program help meet the objectives for the doctoral degree. These objectives were developed by the Department Graduate Faculty and serve as a guideline for you to select the non-required courses to complete your evidence of professional preparation in each component area. Table 2.1 presents the objectives which support and clarify the purposes of each component of the degree program: General Aspects, Specialization/Sub-specialization, and Research. To assist you in preparing your degree program, the objectives also appear on the Ed.D. Program Planning Guide presented as Table 2.2.

TABLE 2.1
Components and Objectives of the Ed.D. Program

General Aspects

Ed.D. students are expected to plan programs of study and related experiences to develop, apply, analyze, synthesize and evaluate knowledge of:

- | | |
|--------------|---|
| Objective 1: | The purpose, practice, issues and problems of vocational education. |
| Objective 2: | The contexts within which vocational education exists, such as social, economic, historical, political, cultural, educational, technological and psychological. |

Specialization/Sub-specialization

- | | |
|--------------|--|
| Objective 3: | The purpose, practices, issues and problems of a specialization in vocational education. |
|--------------|--|

Research

- | | |
|--------------|--|
| Objective 4: | Modes of research to contribute to the knowledge base in the area of specialization. |
|--------------|--|
-

TABLE 2.2 Ed.D. Program Planning Guide

PROGRAM COMPONENT

PROGRAM CONTENT	GENERAL ASPECTS	SPECIALIZATION and SUB-SPECIALIZATION	RESEARCH PREPARATION
MAJOR Courses in the Department of Vocational and Technical Education.	Objective 1: to develop, apply, analyze, synthesize and evaluate knowledge of the purposes, practices, issues and problems of vocational education. VoEd 8110 (3 cr) Comparative Systems in Vocational Education. VoEd 8120 (3 cr) History & Philosophy of Vocational Education. VoEd 8130 (3 cr) Critical Issues in Vocational Education.	Objective 3: to develop, apply, analyze, synthesize and evaluate knowledge of the purposes, practice, issues and problems of a specialization in vocational education. Specialization (a) Sub-specialization _____ 6 credits of Internship are required	Objective 4: to develop, apply, analyze, synthesize and evaluate knowledge of the modes of research that contribute to the knowledge base in the area of specialization. VoEd 8910 (3 cr) Positivistic Research in Vocational Education - or - VoEd 8920 (3 cr) Interpretive and Critical Science Research in Vocational Education VoEd 8XXX (2 cr) Seminar in Vocational Education Research. (b)
SUPPORTING FIELD Courses taken outside the Department of Vocational and Technical Education	Objective 2: to develop, apply, analyze, synthesize and evaluate knowledge of the contexts within which vocational education exists such as the social, economic, historical, political, cultural, educational, technological and psychological.	Objective 3: to develop, apply, analyze, synthesize and evaluate knowledge of the purposes, practices, issues and problems of a specialization in vocational education.	Objective 4: to develop, apply, analyze, synthesize and evaluate knowledge of the modes of research that contribute to the knowledge base in the area of specialization. Program must provide evidence of ability to apply one mode of research in vocational education. Three credits of statistics are required.
	18 Credits Required	42 Credits Required	11 Credits Required
Minimum Course Credits (88) Field Study Credits Required (36) Internship Credits Required	17 elective credits may be used as desired.	(a) Some specialization faculties have defined minimum course work - check with your advisor.	(b) Existing Division Research Seminars may substitute for Seminar in Vocational Education Research.

Minimum Credit Equivalent Requirements for the Doctoral Degree

Your degree program consists of courses required by the Department and those additional courses selected to meet the minimum credit equivalent requirements for each program component (General Aspects, Specialization/Sub-specialization, and Research) and the degree. Table 2.3 illustrates the minimum credit equivalents for each component.

TABLE 2.3

Minimum Credit Equivalent Requirements for Ed.D. Programs

Component	Minimum Credit Equivalents
Course Credits	Minimum of 88
General Aspects	18 minimum, to include 9 credits of required courses in the major.
Specialization/ Sub-specialization	42 minimum, including 6 credits of internship.
Research	11 minimum, to include 5 credits of required courses in the major (one 8xxx level course plus two research seminar credits) plus 3 credits of statistics.
Electives	Sufficient elective credits to make a minimum of 88 credits for the total program.
Field Study Credits	36 minimum (VoEd 8888)
Total Credits	124 minimum, including field study credits.

You are encouraged to include courses beyond the minimum number of credits required in the program particularly when it is important to your scholarly development. These additional courses will strengthen your evidence of preparation as a degree candidate. Candidate status is granted after you successfully complete both your written and oral preliminary examinations.

You are not required to specify a sub-specialization and may also incorporate the elective credits into one or more of the program components. Field study credits are not to be substituted for those course credits that make up the total credits required for each component area. A separate section should be created in your degree program to indicate the number of planned field study credits.

It is essential for you to consider the recency of courses when you are submitting them as evidence of your professional preparation because it is obvious that the base of knowledge in vocational education is constantly changing. You should also consider the extent to which your course work is from the University of Minnesota. The Graduate

Faculty believes that it is important for you to complete a majority of your course work at the University since the standards used to develop your examination questions emanate from information and standards for University courses.

Table 2.4 contains a list of current courses that students seeking the Ed.D. degree may substitute for required core courses. You may substitute one or more Division courses for required core courses until the Department courses are available.

TABLE 2.4

Required Core Courses, Alternates and Substitutions for the Ed.D. Degree

General Aspects

VoEd 8110 (3 cr) Comparative Systems of Vocational Education

VoEd 8120 (3 cr) History and Philosophy of Vocational Education or one alternative (3 cr) course in history philosophy, practices or foundations of vocational education.

VoEd 8130 (3 cr) Critical Issues in Vocational Education or one alternative (3 cr) course focusing on critical issues in the appropriate specialization area(s).

Alternate courses:

AgEd 5082 (3 cr) Current Issues in Agriculture Education

BME 5340 (3 cr) Trends and Issues in Business and Marketing

HEEd 5325 (3 cr) Trends in Home Economics Education

Ind 5305 (3 cr) Critical Issues in Industrial Education

Research

VoEd 8910 (3 cr) Positivistic Research in Vocational Education

-or- VoEd 8920 (3 cr) Interpretive and Critical Science Research in Vocational Education

VoEd 8XXX (2 cr) Seminar in Vocational Education Research (Thesis: Proposal and Development)

Substitutions:

AgEd 8303 (1-3 cr) Seminar: Graduate Studies Review, two registrations

BME 8300 (1 cr) Seminar: Research in Business, Marketing, and Economic Education, two registrations

HEEd 8530 (1 cr) Seminar: Home Economics Education, two registrations

Ind 8700 (1 cr) Seminar: Industrial Education, two registrations

A 3 credit statistics course (e.g., EPsy 5260 or EPsy 8260)

Instructions for Developing the Degree Program Rationale Document

The rationale statement explains and justifies your preparation for examination and your selection of program courses. It establishes the adequacy of your program course work in: a) contributing toward expanding a scholarly perspective about the major, b) building upon a foundation of knowledge gained through professional work and/or previous study, and c) preparing for your career goals.

The rationale must indicate how you have prepared to meet the degree objectives. It should clarify concerns such as apparent limitations in your course work which have been off-set through self-directed learning or how non-transferable course work has contributed to your preparation for preliminary examinations. Information should be provided within the rationale to explain courses that are not adequately described by their titles, particularly courses transferred from other universities.

The format for organizing your degree program rationale document and presenting it to the Department Graduate Studies Committee is shown in Table 2.5. The format may vary if the nature of your degree program is not typical.

Suggested Steps for Preparing Your Degree Program Rationale

1. Prepare a statement that describes your career goals and objectives and your work and professional experience. This description should allow the Graduate Studies Committee to place your degree program and rationale in perspective with your future career goals. It should be single spaced and no more than one page in length.
2. Select a Specialization/Sub-specialization(s). This may change as you progress in your studies and program planning but should be related to your career goals.
3. Evaluate the transferability of graduate credit completed at other institutions and through Continuing Education and Extension or Adult Special status at the University of Minnesota. Table 2.6 presents the Graduate School's requirements for transfer credits. (Refer to the current Graduate School Bulletin for current information.)

Additional notes regarding transfer credit

Transfer is not allowed for:

- a) Courses with the word workshop in their title completed outside the University of Minnesota will not be accepted by the Graduate School.
- b) Courses taken as an Adult Special after your initial registration at the University of Minnesota will not be allowed in your degree program, even if they were previously used in your Master of Arts Program.

TABLE 2.5

Degree Program Rationale Document Format

I. STATEMENT OF CAREER GOALS AND OBJECTIVES (One Page)

II. GENERAL ASPECTS (Minimum of 18 credits)

 A. Rationale

 B. Courses

Date	Course #	Course Title	Credits	Source	Grade
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III. SPECIALIZATION/SUB-SPECIALIZATION (Minimum of 42 credits)

 A. Specialization

 1. Rationale

 2. Courses

Date	Course #	Course Title	Credits	Source	Grade
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 B. Sub-specialization(s)

 1. Rationale

 2. Courses

Date	Course #	Course Title	Credits	Source	Grade
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IV. RESEARCH (Minimum of 11 credits)

 A. Rationale

 B. Courses

Date	Course #	Course Title	Credits	Source	Grade
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V. ELECTIVES (Sufficient elective courses to make a minimum of 88 total program credits). Where relevant, elective courses should be placed under General Aspects, Specialization/ Subspecialization(s) and Research.

 A. Rationale

 B. Courses

Date	Course #	Course Title	Credits	Source	Grade
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VI. FIELD STUDY CREDITS (Minimum of 36 credits of VoEd 8888)

TABLE 2.6

Graduate School Requirements Regarding Transfer Credits From Other Institutions

For the Doctoral Degree - Transfer of graduate credits is not allowed for courses completed through independent (correspondence) study, completed through extension or special categories at other institutions, or taken prior to the awarding of the baccalaureate degree. Transfer of credits is accomplished by inclusion of the courses on the proposed degree program; official transcripts of the work must be attached unless they have already been included in the student's Graduate School file.

From Adult Special or Summer Special Status - Students admitted to and registered in the Graduate School may transfer to their graduate programs the graduate-level credits earned in their first academic quarter as adult special students, or in their first summer session (both terms in the same calendar year) as summer special students at the University of Minnesota. Such work must be graduate level and must be offered by members of the faculty approved to teach graduate courses, and students must complete the work required of graduate students in the courses.

From Continuing Education and Extension - A maximum of 12 credits of graduate-level work completed in Continuing Education and Extension (CEE) may be transferred to the graduate program. This applies only to credits earned in CEE at the University of Minnesota; extension credits earned at other institutions may not be transferred. University extension courses must bear the special CEE transcript entry showing they were completed for graduate credit. A Tuition Differential will be charged.

From Other Graduate Institutions - Graduate credits from a master's degree earned at other recognized graduate institutions may be applied to doctoral degrees if credits appear on official graduate school transcripts.

Note: Graduate School Bulletin, 1990-92 (p. 30).

- c) More than 30 credits of graduate courses completed at institutions outside the United States.
- 4. Place relevant transferable courses in the appropriate program component categories. The Ed.D. Program Planning Guide may help you evaluate courses in a manner consistent with the Ed.D. objectives.
- 5. Identify additional appropriate course work to meet your preparation needs using the Graduate School Bulletin and the Class Schedules (Fall, Winter, Spring, and Summer).

The Graduate Studies Committee has observed that the most difficulty in selection of course work occurs in the General Aspects area, specifically the selection of courses relative to Objective 2 -- to develop, apply, analyze, synthesize, and evaluate knowledge of the contexts within which vocational education exists. The difficulty often occurs when courses are included in this component which can logically be considered as part of the specialization/subspecialization. The courses which are problematic tend to result in a very narrowly focused program of study or a program that is viewed as not challenging the student to view the specialization through a variety of disciplinary analytical

lenses. For example, courses that are considered essential to teaching, such as evaluation, tests and measurement, and administration, are not viewed as appropriate in satisfying Objective 2.

6. Write the rationale statements for the component categories.
7. List the courses relevant to the component including: designator, number, title, credits, name of institution, date and source for Continuing Education and Extension, Adult Special and other transfer courses.
8. Asterisk (*) courses that will not be included on the Graduate School Degree Program Form (GS 89) because they were not transferable, but demonstrate your preparation.
9. Submit your Degree Program Rationale Statement to your advisor(s) for review and discussion.
10. Finalize your rationale document and complete the Graduate School Degree Program Form (GS 89) as explained below.

Instructions for Completing the Degree Program Form (GS 89)

Appendix 2.1, the Degree Program Form (GS 89), provides the Graduate School with necessary demographic, program and degree related information. You can obtain the Degree Program Form from the Graduate School in 316 Johnston Hall, the Department Office 210, or from a division office.

I. General Information

- A. Include your name and current address.
- B. Indicate the degree you are seeking (Ed.D).
- C. Indicate your major: Vocational Education
- D. Indicate your minor only if you have chosen one. If you select a minor you must follow the Graduate School's procedures to establish it. Otherwise, place a check mark in the Supporting Program Box as it encompasses all courses taken outside the Department of Vocational and Technical Education.
- E. List your student identification number.
- F. Indicate which quarter and year you originally entered the Graduate School at the University of Minnesota regardless of which degree you were seeking at the time of entry.

G. Type the name of your advisor(s).

II. Program Courses

- A. List program courses in chronological order starting with your oldest course. Include only transferable courses. Select only those courses that support your degree program.
1. Place a check mark in the major column for all Department courses (VoEd, AgEd, HEEd, IND, BME).
 2. Place a check mark in the appropriate box for non-major courses.
 3. Total the credits in the major and supporting program. List field study credits separately and according to the format provided. Do not list field study credits within the major or supporting program areas.
- B. Reminders: List the course designator, course title, quarter credits, grade received and instructor. List the institution name in place of instructor for transfer courses. Include the appropriate number of required field study credits. Convert all semester credits to quarter credits using a rate of 1.5 quarter credits equals 1 semester credit. Use two degree program forms if necessary.

Recommendations for Your Preliminary Examination Committee*

You and your advisor are responsible for nominating graduate faculty members to serve on your preliminary examination committee. The Department Graduate Studies Committee reviews the nominations and reserves the right to modify the membership before recommending them to the Graduate School. Members of examination committees are officially appointed by the Dean of the Graduate School.

Three of your committee members must represent your major, education with emphasis in vocational education. At least one and no more than two Department faculty members may be selected from the specialization, and the third person must be from outside the specialization. An exception to this rule is granted if your specialization is comprehensive vocational education. In this case, all three members of your preliminary examination committee can be selected from Department graduate faculty members, but no more than two members can be from one Division of the Department. For example, if you are seeking a specialization in comprehensive vocational education, you cannot

*Amended based on faculty action 5/17/90.

have all three of your Departmental committee persons from agricultural education or from home economics.

The preliminary examination committee normally consists of five faculty members who have associate or full Graduate Faculty Status. (The Department Director of Graduate Studies has a listing of Graduate Faculty Members). It is possible to have six committee members. Committee members should be selected for their expertise and scholarship in the content areas of your degree program. You must contact prospective committee members and receive an indication of their willingness to serve. Be prepared to present a brief rationale for your request to have them serve on your committee.

You will most likely elect to have a five member committee, which is composed of three members from the major and two members from the supporting program or minor. The Department suggests that individuals with a five member committee nominate: (a) two specialization faculty members for two positions; (b) two major faculty members for the non-specialization position; and (c) two graduate faculty members for the two supporting program positions. The Faculty has charged the Graduate Studies Committee to appoint a non-specialization major member of the preliminary examination committee who will be responsible for General Aspects and/or Research questions. Consequently, the Graduate Studies Committee asks you to nominate two individuals which they will consider in making their decision.

List your recommendations for your committee using the Preliminary Examination Committee Recommendation Form (Appendix 2.2). Complete the top portion of the Cover Sheet for the Degree Program Form (GS 89a) -- Appendix 2.3.

Procedures for Submitting Your Degree Program*

The proposal you submit to the Director of Graduate Studies in Vocational and Technical Education should include: Preliminary Examination Committee Recommendation Form, Cover Sheet for the Degree Program Form (GS 89a), transcript for current Graduate School courses (and CEE if transfer will be completed by petition), Degree Program Form (GS 89), and a Degree Program Rationale Statement. This is your Degree Program Proposal.

- 1) Be sure to include your advisor(s) signature(s) on the Degree Program Form.
- 2) Attach a copy of your most recent transcripts from the University of Minnesota. Since the Graduate School has your official transcripts and will evaluate your degree program based on them, it is acceptable to submit an "unofficial" transcript with your Degree Program Proposal.
- 3) Submit the originals and three photocopies of all the materials in your Degree Program Proposal.

- 4) Deliver the copies of your Degree Program Proposal to the Director of Graduate Studies in Vocational and Technical Education. Your advisor may ask to do this task.

The Graduate Studies Committee normally meets on two-week intervals during the academic quarters and does not schedule meetings during the summer session.

Procedures for Reviewing and Accepting Degree Programs by the Graduate Studies Committee

The Graduate Studies Committee in the Department of Vocational and Technical Education is responsible for either accepting or rejecting your degree program. When you submit your degree program and rationale statement to the Department Director of Graduate Studies the following procedures are followed:

- 1) Your degree program and rationale statement are reviewed by the Graduate Studies Committee faculty members.
 - A) The committee is concerned with the breadth and comprehensiveness of the candidate's preparation in the component areas: (General Aspects, Specialization, Sub-specialization and Research).
 - B) The committee evaluates the appropriateness of the student's coursework to ensure that individual courses presented in the degree program are appropriate toward helping students master the objectives of the Ed.D Program. It should be noted that coursework accepted by the committee for one student's program may not be appropriate for another student's program. In addition to the component areas and Ed.D objectives, the students career goals, occupational aspirations and professional experiences are also considered.
- 2) After reviewing the rationale and degree program, the committee formally votes to either approve the degree program or return the materials with a statement of concerns and/or suggested changes.
 - A) If revisions are required, the student must revise the degree program and re-submit it to the Director of Graduate Studies. The degree program is reviewed a second time by the committee for final approval.
 - B) If approved, the Director of Graduate Studies then submits the degree program to the Graduate School. The Graduate School audits the degree program against the coursework which has been completed and checks the appropriateness of the coursework yet to be completed.

TYPE OR PRINT—NO CARBON REQUIRED—DO NOT SEPARATE THESE SHEETS...

UNIVERSITY OF MINNESOTA GRADUATE SCHOOL
DEGREE PROGRAM FORM

NAME		(LAST)			(FIRST)			(MIDDLE)			(FOR OFFICE USE ONLY)			
ADDRESS		(STREET)												
		(CITY)			(STATE)			(ZIP CODE)						
DEGREE SOUGHT		<div>CHECK ONE: <input type="checkbox"/> MINOR _____ <input type="checkbox"/> RELATED FIELDS (MASTER'S ONLY) <input type="checkbox"/> SUPPORTING PROGRAM (DOCTORATE ONLY) <input type="checkbox"/> SPECIALIST IN EDUC. CERTIFICATE _____</div>									I.D. NUMBER		Qtr/Yr of Entry	
MAJOR											LANGUAGE OF REQUEST			
TERM AND YEAR		CHECK ONE MAJOR COURSE OTHER PROGRAM COURSE		DEPT.	COURSE NO.	TITLE	CREDITS	GRADE	INSTRUCTOR (OR INSTITUTION IF TRANSFERRED)		FOR MASTERS STUDENTS ONLY— CHECK ONE <input type="checkbox"/> PLAN A: ENTER THESIS TITLE <input type="checkbox"/> PLAN B: ENTER PROJECT INFORMATION IF KNOWN <input type="checkbox"/> PROFESSIONAL ENGINEERING: ENTER PROJECT TITLE			
											PRINT ADVISER'S NAME HERE			
											ADVISER'S SIGNATURE			
											SIGNATURE OF DIRECTOR OF GRADUATE STUDIES (MAJOR FIELD)			
											SIGNATURE OF DIRECTOR OF GRADUATE STUDIES (MINOR FIELD)			
											SPACE BELOW FOR OFFICE USE ONLY GRADUATE SCHOOL APPROVAL			
											ADMINISTRATIVE OFFICER _____ DATE _____			
											EXAMINING COMMITTEE			
											CHAIR _____			

Name _____

Advisor _____

PRELIMINARY EXAMINATION COMMITTEE

RECOMMENDATION FORM

This form is designed to allow you and your advisors to recommend Graduate Faculty members to serve on your preliminary examinations committee. The faculty has established its guideline for committees in your degree proposal document. Please refer to Section 3 of the Student Handbook for additional details. Remember, these are recommendations and the Graduate Studies Committee acting on behalf of the faculty may recommend other members.

Program Specialization: _____

Committee Size, 5 or 6
(circle one)Major MembersSpecialization member(s):
(Nominate one person
per position)

_____ (Advisor)

Other member(s)

(Nominate 2 members per
one position)

Supporting Program
or Minor(Nominate one person
per position)

UNIVERSITY OF MINNESOTA
GRADUATE SCHOOLDegree Program Form

Student I.D.#: _____ Degree Sought: _____ Plan: _____

Student Name: _____ Major Field: _____
(Last)

Minor (if declared): _____

(First) (Middle) Major Adviser(s): _____To the Student: PLEASE READ THE REVERSE SIDE OF THIS PAGE FOR INSTRUCTIONS ON
COMPLETING THE ATTACHED PROGRAM.-----
FOR DGS USE ONLYTo the Director of Graduate Studies in the Major Field: Please make your recommenda-
tion below for the membership of the student's examining committee.Examining Committee Recommendations:Graduate School minimum requirements on the composition of examining committees:Master's: 3 examiners--2 from the major, 1 from minor or related fields
Specialist Certificate: 4 examiners--2 from the major, 2 outside the major
Doctorate: 5 examiners--3 from the major, 2 from minor or supporting
program

Major Field Examiners:

Minor, Related Field, or Supporting
Program Examiners:1. _____
(Chairperson)

1. _____

2. _____

2. _____

3. _____

(Signature of the Director of Graduate Studies) Date: _____Please Note: The appointment of doctoral final oral examiners is made on the Thesis
Title, Project Title form, or DMA Degree Title Form, not on this form.

SECTION 3

PRELIMINARY EXAMINATIONS

The Graduate Faculty's purpose for the preliminary examinations is to determine if the student has mastered the goals of the Degree and his/her individual program goals. The examining committee is given the responsibility for evaluating if the student has a broad understanding of vocational education theories, research and practice. They determine if the student is scholarly competent and able to integrate knowledge and theories in vocational education and from other disciplines in order to clarify current issues and practices and solve existing problems in the field.

Preparing for the Preliminary Written Examination

The preliminary written examinations are primarily directed at assessing your "mastery of the field," your level of comprehension and understanding of the issues and concerns of vocational education. Questions are developed to allow you to demonstrate your ability to conceptualize and as well as your writing skills. Courses in the Ph.D. program serve as preparation for the preliminary examinations. Both core courses and specific coursework elected by the student serve as a structure from which questions are generated to examine a student's mastery of the content in their field of study, but students should not infer that questions are restricted to the content of courses included in the program.

Your advisor will assist you to prepare for the preliminary written examination. Your advisor can help you understand the Department's expectations, when to take the preliminaries, how to prepare, what resources are available, and what procedures and processes are normally followed in completing the preliminary written examinations. Your advisor supervises your preliminary written examination process.

Your and other graduate students may want to initiate your own study groups in preparing for the preliminary written and oral examinations. This process provides a means for sharing experiences and expertise. Historically such groups have been a key aspect of graduate studies, providing the combination of study and personal support which contributes to a quality graduate education. The faculty strongly recommend that you join study groups to enrich your educational experience at the University.

Scheduling the Preliminary Written Examination

Your and your advisor decide when to take the written examination. Most students take the preliminary written examination when most coursework is complete. It is not required that you schedule the preliminary written examinations with the Graduate School prior to completing them.

Since the Department Graduate Faculty requires that your advisor administer each examination question to you, it is vitally important that you inform him/her when you want to write. If in agreement relative to your readiness, your advisor will coordinate scheduling the written examinations.

It is important that you meet with each of your major field committee members to explain your program, course work, professional experience and career goals. Sharing this information can be very helpful in providing the examiner a foundation from which to develop examination questions. At this time, examiners may indicate the type of examination process planned and the amount of time allowed to complete the examinations. They will inform your advisor of the process to be followed when they submit your questions.

Specialization members of the committee may use an open book option. The committee member charged with examining the General Aspects and/or Research components will use a closed book examination. The maximum time allowed for an open book examination is one week. The maximum time allowed for a closed book examination is four hours.

Evaluating the Preliminary Written Examination

All members of the committee from the major evaluate all responses to the examiner's item(s) with a pass/fail decision. If the evaluations are not unanimous, the committee members from the major will meet and discuss the responses prior to making the decision of pass or fail of the complete written examination. The major committee members will determine that you have passed or they may recommend that you repeat the examination or part(s) of it or that you be dropped from the program.

Reporting the Preliminary Written Examination Results

After you complete the preliminary written examination, your advisor is responsible for reporting the results of the examination using the "Report of Written Examination in Major Field For Doctoral Students" (see Appendix 3.1). The Report form is available in the Department Office, 210 VoTech, or the Graduate School, 316 Johnston Hall. Copies of the examinations and your responses will be submitted to the Department Director of Graduate Studies when your advisor submits the Report of the Written Examination for signature.

Preliminary Oral Examination

Upon successful completion of the preliminary written examination, you are eligible to complete the preliminary oral examination. The purpose of the preliminary oral examination is to determine if the student has achieved the objectives of the Department's doctoral program and is ready to complete the dissertation. Questioning ensures that each student is able to communicate the major forms of knowledge and understanding about information, policies, history, issues and implications in the major and specialization/subspecialization areas. Questions used to determine the student's scholarly competence focus on the degree objectives and program rationale. The questions will be relevant to the degree and may be specific in a narrow content area or require integration across a number of content areas. Questioning is intended to assess the student's leadership potential, ability to think independently and under pressure and his/her ability to focus and respond with well formulated answers.

Scheduling the Preliminary Oral Examination

The preliminary oral examination should be scheduled after the completion of a major portion of the program course work. The preliminary oral examination can not be scheduled until the you have successfully completed and passed the written preliminary examination. Preliminary oral examinations must be scheduled with the Graduate School Office a minimum of one week (seven working days) in advance of taking the examination by submitting the "Preliminary Oral Examination Scheduling" form to the Graduate School in 316 Johnston Hall (see Appendix 3.2). Copies of the form are available from the Graduate School or the Department Office. This form requires that you designate the date, time and place of the examination. It is important that any changes in the examining committee are approved by the Director of Graduate Studies and the Graduate School prior to scheduling the oral examination. The Graduate School will confirm that you have an approved program on file, have passed the preliminary written examination and have an official examining committee. If these conditions have been met, the Graduate School will mail the "Report of the Preliminary Oral Examination" form to your advisor approximately one week prior to the date of the examination. Any deficiencies in your degree program or course work are communicated to your advisor and you at this time. Deficiencies in course work would not normally prohibit you from taking the preliminary oral examination, but all deficiencies must be rectified prior to taking the final oral examination. A copy of the approved degree program with the names of the examining committee members and chair person(s) are also mailed to the student. All committee members must be present during the oral examination. Students must be flexible because it is often difficult to arrange the oral examination around the schedules of committee members.

Students naturally feel a degree of anxiety about taking their preliminary examinations. In preparing for the examination, students should consult with their advisor(s) to discuss how they can apply their course work and related experiences to answering the questions. Preliminary oral examinations are scheduled to last two hours but may take longer. Unless all committee members can be assembled without making a substitution, the Graduate School does not permit scheduling of the preliminary oral examination

during the summer sessions. You should start to schedule the examination two months in advance of your targeted time for completion by asking the committee for available dates.

Preparing for the Preliminary Oral Examination

Conferencing with your major advisor and other graduate students is a good way to begin preparing for the preliminary oral examination. Review of the content in course work is the most common action used by those preparing to take the oral examinations. Talking to members of your examining committee to get an idea of the types of questions to think about and placing yourself in the right frame of mind needed to organize, analyze and synthesize your thoughts is productive. Informal discussions about the examination(s) with your advisor(s) may increase your self-confidence and provide you self-assurance needed to lower any anxieties about the examination. Participation in seminar classes is perhaps the most helpful preparation for the process. Some specializations require seminar participation. The process you choose to use to prepare for the oral examination is up to you. If you feel that frequent discussion, rehearsal sessions or even "mock orals" would assist you in preparing for the oral preliminaries, then it is suggested that you join or initiate a study group that can facilitate your preparation as well as increase your level of comfort with the process.

Preliminary Oral Examination Content and Outcome

The material that follows is taken from the Graduate School Bulletin 1990-92. Consult the current Bulletin if this information is dated:

The preliminary oral examination covers the major field, the minor field or supporting program, and any work fundamental thereto, including possible plans for thesis research. Unlike the final oral examination, the preliminary oral is conducted as a closed examination, attended by only the student and the examining committee.

Immediately before the preliminary oral examination, the committee chair stipulates the objectives of the examination and, in consultation with other members of the examining committee, determines how the examination is to be conducted. Immediately after the examination, the candidate is excused from the room and a written secret ballot is taken before discussing the examination. Following the discussion, a second and final vote is taken, and the participants sign in the appropriate place on the report form, which is to be returned to the Graduate School, 316 Johnston Hall, *no later than the first workday after the examination.*

The outcome of the examination, with all committee members present and voting, is recorded in one of three ways: passed, passed with reservations, or failed. The voting proportions necessary for these decisions are as follows: if the committee consists of five members, a favorable verdict for

passing consists of either a unanimous vote or a vote of 4-1; if the committee consists of six members, a unanimous vote or a vote of 5-1 or 4-2 is needed; and if there are seven members, a unanimous vote or a vote of 6-1 or 5-2 is needed. Candidates who do not earn committee votes in these proportions *fail* the examination. If, in order to achieve the *minimum* number of votes to reach a verdict of pass, any vote of pass with reservations is included, then the outcome is recorded as a *pass with reservations*. A vote to pass the student with reservations still constitutes a passing vote.

Pass with Reservations

If the student passes the examination with reservations, the student is informed immediately, but the committee is permitted one week in which to convey its reservations to the student *in writing*, informing the student of the steps that must be taken to remove them. *A copy of this letter must be sent to the Graduate School.* When the student has satisfied the committee's reservations, a second letter informing the student and the Graduate School that the reservations have been removed and that the student may proceed toward the degree is also required. Both letters should be written by the committee chair. The final oral examination may not be scheduled until the Graduate School has received a copy of the letter indicating that the reservations have been removed.

If the committee members disagree as to whether the reservations have been satisfactorily removed, the committee chair asks for another vote, the results of which are subject to the same voting proportions as the initial vote.

Failure of the Preliminary Oral Examination

Students who fail the examination may be excluded from candidacy for the degree or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, *providing the reexamination is conducted by the original preliminary oral examining committee.*

In no case may the reexamination take place before at least one full academic quarter (10 weeks) has passed. No more than one reexamination is allowed.

Recess of a Preliminary Oral Examination

If the preliminary oral examining committee recesses without having determined whether a student has passed the examination, the chair of the committee must send a letter to the dean of the Graduate School

explaining the reasons for the recess and noting the date on which the examining committee will reconvene. If the recess will be longer than one week, the examination report form must be returned to the Graduate School, 316 Johnston Hall. A new examination report form will be mailed to the chair of the committee one week before the date on which the committee will reconvene. *The reconvened committee must be composed of the same members as the original preliminary oral examining committee.*

If you pass the oral examination you can begin the process of completing your research. Section 4 of this handbook explains the requirements and activities relative to the thesis/field study.

REPORT OF WRITTEN EXAMINATION IN MAJOR FIELD FOR
DOCTORAL STUDENTS

FOR I.D. CARD IMPRINT

I.D. NUMBER

GRADUATE NUMBER

TO THE MAJOR DEPARTMENT: Please fill in the appropriate spaces and mail this form to the Graduate School, 316 Johnston Hall, Minneapolis Campus, immediately after the examination has been evaluated. This form, showing satisfactory passing of the preliminary written examination, must be on file in the Graduate School before the preliminary oral examination can be scheduled. (This form is to be returned to the Graduate School also should the student fail the examination).

This is to certify that _____
LAST FIRST MIDDLE

has taken the preliminary written examination for the

☐ Ph.D.☐ Ed.D.☐ D.M.A.

Degree in the major field of _____

Examination(s) completed on _____
month day year

We recommend that it be recorded that the candidate: (check one of the following)

☐ Passed the examination☐ failed the examination

Adviser (signature)

Director of Graduate Study
(signature)

THE EXAMINATION MUST BE SCHEDULED WITH THE GRADUATE SCHOOL,
316 JOHNSTON HALL, AT LEAST ONE WEEK IN ADVANCE OF EXAM

NAME _____
Last First

CURRENT ADDRESS _____

CITY _____ STATE _____ ZIP _____
U of M HOME WORK
ID# PHONE PHONE

DATE OF EXAM _____ TIME _____

PLACE OF EXAM _____ MAJOR _____

STUDENTS ARE RESPONSIBLE FOR SCHEDULING AND CONFIRMING
THE TIME AND PLACE OF THE EXAMINATION WITH ALL COMMITTEE MEMBERS

ANY CHANGES IN THE MEMBERSHIP OF THE EXAMINING COMMITTEE
MUST BE APPROVED BY THE GRADUATE SCHOOL PRIOR TO THE SCHEDULING
OF THE PRELIMINARY ORAL EXAMINATION.

THE FOLLOWING REQUIREMENTS MUST BE MET
BEFORE THE GRADUATE SCHOOL WILL AUTHORIZE YOU
TO TAKE THE PRELIMINARY ORAL EXAMINATION:

1. Your Degree Program form must have been approved
by the Graduate School.
2. Your Report of Written Examination form, indicating
that you have passed the examination, must be on file
in the Graduate School.

IT IS THE STUDENT'S RESPONSIBILITY TO ASSURE THAT THE ABOVE
REQUIREMENTS ARE MET. If you are deficient in any of the
above items your Preliminary Oral Exam form will not be released
by the Graduate School and the exam cannot be held.

Deficiencies in other areas, such as coursework and language
requirements, will not prevent the preliminary oral examination
from being held as scheduled, unless your department requires
otherwise.

If an approved Degree Program and a passed Report of Written
Examination form are on file, the Graduate School will mail the
Report of Preliminary Oral Examination form to the Chair of the
examining committee approximately one week before the scheduled
date of the examination. At the same time, you will be sent a
copy of your approved Degree Program form. You should examine it
carefully to determine if you are deficient in coursework,
languages, or other requirements. Any deficiencies should be
remedied as soon as possible. The Graduate School will not
officially notify you of any remaining deficiencies until you
schedule your final oral examination. The final oral will not
be authorized until all deficiencies are remedied.

SECTION 4

COMPLETING THE FIELD STUDY

The field study problem and methodology are developed over a period of time. It is not too early to be thinking about your field study when you work with your advisor developing your doctoral program because you will want to select appropriate course work, particularly relevant research methodology (e.g., ethnography or statistics).

A number of activities have been specified to help you successfully plan, complete, and defend your field study. The major activities in preparation for oral defense of the field study are presented in this section of the Handbook. These are:

1. Develop a field study proposal in cooperation with your advisor.
2. Present your field study proposal to a research seminar. Register for 1 credit.
3. Select nominations for the final oral examining committee. Complete Graduate School Form 63a (Appendix 4.1).
4. Obtain approval of your field study proposal by the proposed major members of your Final Oral Examining Committee. Complete the Field Study Approval Form (Appendix 4.2).
5. Submit the appropriate materials to the Committee on Use of Human Subjects in Research.
6. Complete the Ed.D. Project Title Form (Graduate School Form 63, Appendix 4.4) and Statement.
7. Submit the Field Study Approval Form with a copy of specified modifications attached, Ed.D. Title Form, Statement, and Final Oral Examining Committee Form to the Department Director of Graduate Studies prior to starting data collection.

Developing the Thesis Proposal

As indicated above, the development of a field study proposal normally takes considerable time. It is an evolutionary process for most people. Consequently, it is never too early to start thinking and working on a potential topic. Do not interpret the

Graduate School restriction on registration for thesis credit until the quarter following completion of the oral examination to mean field study development work should not begin until this time. In fact, the Graduate School expects the Ed.D. title and statement to be filed no later than the first quarter after passing the preliminary oral examination.

The basic content of the field study proposal that you should prepare for review by the major members of your final oral committee will vary with the preference of your advisor(s). The basic rule for the proposal is that the major members of the committee be provided adequate information to judge the significance of the problem, scope of the study, and appropriateness of the methodology. The committee will want to evaluate data collection processes and tools and the anticipated analyses procedures. It is in your own interest to provide more information than minimally needed versus not providing adequate information. A one page field study statement is not adequate. As a minimum, proposals should contain the problem statement; research questions, hypotheses, or objectives; justification for the problem; a brief review of literature, and a detailed discussion of the methodology.

Research Seminar Presentation

The core course requirements for the doctoral degree include registration for two credits of an 8000 level vocational education research seminar. See Section 2 for appropriate courses. The faculty included this requirement because a seminar allows you to present your field study proposal in a scholarly community. Not only does this cause you to clarify and communicate your field study proposal, more importantly, it provides you the benefit of scholarly insight and critique from the participants. You are encouraged to register for one credit at this time and for one credit during the quarter in which you present the results and conclusions of your study. This will usually be the quarter before you defend your field study.

Select Nominations for Final Oral Committee

Selection of your final oral examining committee often is a simple matter because you ask your preliminary oral examination committee members if they are willing to serve. However, you may determine that it is desirable to involve a different graduate faculty member (or members) because s/he has special expectations and interests relative to your field study topic. This is appropriate.

You and your advisor should recommend five (or six) graduate faculty members who have agreed to serve and to complete the special responsibilities you specify for them. Normally, the Graduate Studies Committee (GSC) will support the committee recommended. However, the GSC has the power to make alternative recommendations. The need to balance committee assignment load among Department faculty is a potential reason for alternative recommendation. This has not been a problem to date. Eventually the Graduate School makes the official committee appointments. The Graduate School has not changed a recommended committee member in recent history.

The final oral examining committee must include at least five members with three from the major and two from the supporting program or minor. Three reviewers must be recommended including the advisor and at least one representative from the minor or supporting program members.

The final oral examining committee information is submitted to the Department Director of Graduate Studies (DGS) on G.S. Form 63a — Ph.D. Thesis or Ed.D. Project Title. See Appendix 4.1. It is recommended that you complete this form when your proposed committee has agreed to serve and hold it for submission with your other thesis related forms.

Approval of Your Field Study Proposal

It is the responsibility of your advisor(s) to convene a meeting of the major members of your to be recommended final oral examining committee to review a detailed proposal for your field study. The primary purposes for this meeting are to ensure that: (a) the problem is significant and relevant to the field of vocational education; (b) the scope of work is appropriate for a field study; and (c) the methodology is appropriate. A secondary purpose for the meeting may be to obtain feedback on the field study title you will submit. You and your advisor will decide if you want to obtain input on the title.

It is expected that you will deliver your field study proposal, not the thesis statement of 250 words, to each meeting participant at least one week in advance of the meeting to allow them sufficient time to review it. You present the proposal during the meeting.

During the meeting, any concerns or suggestions for improvements will be discussed and expected modifications, if any, will be specified in writing. Depending on the nature of revisions that must be made, if any, the committee may elect to meet to discuss the revised proposal or you and your advisor may be required to make the necessary minor modifications. The approval of the major members of the committee is required and is granted by their signatures on the Field Study Approval Form. See Appendix 4.2. A copy of any specified modifications should be attached to the Field Study Approval Form when it is submitted to the DGS for inclusion in your official file.

While not a formal requirement, it is highly recommended that you discuss your field study proposal with the supporting program members of your final oral examining committee prior to the implementation of your study.

In the event that you and your advisor determine that major changes in the study are desirable after the original proposal was approved, the field study committee members must be assembled to approve these changes.

Committee on the Use of Human Subjects

Each student who plans to do research involving human subjects is required by University and Federal policies to complete an application and supply support materials

to the University's Committee on the Use of Human Subjects in Research. The committee will use the application and supporting materials to review: (a) the rights and welfare of the individual(s) involved; (b) the appropriateness of the methods used to secure informed consent; and (c) the risks and potential benefits of the investigation. University policy prohibits the initiation of research prior to attaining the approval of the Committee. Persons who complete the study prior to receiving permission to use human subjects in their research may not be allowed to register their study with the Graduate School.

There are three potential categories in which your research may be reviewed. The categories are determined by the extent to which you may be placing the human subjects at risk in your research. You must complete the appropriate form. Most thesis research conducted in our program has been in the lowest risk category. This category is exempt from full committee review. Exemption does not waive the need for consent of study subjects.

Appendix 4.3 includes the first three pages of the Categories of Research Exempt from Committee Review. This material describes the six exemption categories. If your research does not fit one of these categories, contact the committee of the Use of Human Subjects in Research. Copies of the current materials for the Request for Exemption from Committee Review of Research Involving Human Subjects are available in the Department office. (Note: This material does not go to the GSC or Graduate School. You must deal with the Committee on the Use of Human Subjects.)

Completing the Ed.D. Project Title and Statement

Complete the Ed.D. Project Title form, G.S. Form 63. See Appendix 4.4. The field study title should describe the focus of the field study and be of reasonable length. While the field study title must be specified, you are not bound to retaining the title without modification. The Graduate School Bulletin (1990-92) states that "changes in the (field study) title may be made without special approval, but changes should not be made after the title is registered" (p. 35).

The field study statement may contain a maximum of 250 words (one page). A computer generated field study statement is acceptable. The statement is an abstract of the proposal, but emphasis should be on the problem, its significance, and the methodology.

Submit Field Study Forms

When you have completed the activities discussed above, you should have completed the field study related materials which are necessary for GSC review and approval for submission to Graduate School. The GSC delegates its review function to the DGS. The DGS may request that you and your advisor make technical or editorial changes to correct or clarify the materials forwarded to Graduate School. The basic proposal will be accepted as approved by the major members of your committee.

As noted earlier, the Graduate School grants official approval of your field study title and statement and your final oral examining committee. Obviously, it is best to have official approval before you initiate data collection. Consequently, you should submit your materials as soon after the major members of your committee approve your thesis proposal as possible.

Materials to be submitted to the DGS are:

1. Field Study Approval Form and written statement of specified modifications, Appendix 4.2.
2. Ed.D. Project Title, G.S. Form 63a (Final Oral Examining Committee), Appendix 4.1.
3. Ed.D. Project Title, G.S. Form 63, Appendix 4.4.
4. The Field Study Statement (250 words, 1 page, with name and I.D. number).

After Graduate School approval is granted and the Human Subjects Committee approval is obtained, you may begin the implementation of your study.

UNIVERSITY OF MINNESOTA
GRADUATE SCHOOL
PH.D. THESIS OR ED.D. PROJECT TITLE

Appendix 4.1

To the Student:

Please type or print the appropriate sections of the attached Thesis/Project Title Form and the Thesis Statement/Project Prospectus. Students should contact proposed committee members about their willingness to serve on their examining committee.

The major adviser and Director of Graduate Studies must sign the Thesis/Project Title form before it is submitted to the Graduate School. When approved, the Graduate School will send a copy to the Director of Graduate Studies and the student.

Student I.D.#: _____

Name: _____

Last

First

Middle

Degree Sought: Ph.D. _____ Ed.D. _____

Major Field: _____

Major Adviser(s): _____

To the Director of Graduate Studies:

Please list your recommendations for membership on the student's final oral examining committee and indicate the chair (full member of the graduate faculty but different from the adviser or co-advisers) of the committee. The chair may or may not be a thesis reviewer. The final oral examining committee consists minimally of five members--three from the major and two from the minor or supporting program, at least two of whom should normally represent a graduate program and a budgetary unit outside the student's major. The three recommended reviewers will consist of the adviser and two other members of the final oral examining committee, including at least one representative from the minor or supporting program.

MAJOR FIELD EXAMINERS

_____	Reviewer	Chair
_____	Reviewer	Chair
_____	Reviewer	Chair
_____	Reviewer	Chair

MINOR OR SUPPORTING PROGRAM EXAMINERS

_____	Reviewer	Chair
_____	Reviewer	Chair
_____	Reviewer	Chair

Signature (Director of Graduate Studies)

Date

THESIS/FIELD STUDY APPROVAL FORM

Proposal presenter _____ Degree _____

Title: _____

The purposes of the thesis proposal approval committee, the major members of the proposed final oral examining committee, are to ensure that: (a) the problem is significant and relevant to the field of vocational education; (b) the scope of work is appropriate; and (c) the methodology is appropriate. The student and advisor may ask for feedback on the proposed title.

The student is expected to provide an overview of the written proposal presented to the committee at least one week prior to their meeting. Concerns and suggestions of the committee members should be discussed. Expected modifications, if any, shall be specified in writing. The committee may elect to meet again or the student and advisor may be directed to make the necessary modification specified if these are minor.

Thesis proposal approval is required and granted by the signature of all committee members on this form.

Name		Date
_____	Advisor	_____
_____	Member	_____
_____	Member	_____
_____	Member	_____
_____	Student	_____

A copy of the specified modifications, if any, shall be attached to this form.

SUBMIT TO THE DIRECTOR OF GRADUATE STUDIES

Categories of Research Exempt from Committee Review

45 CFR 46 101 (b)

Some minimal risk research is exempt from full Committee review; the new federal guidelines allow for administrative review of six types of research activity. The administrative office of the Committee on the Use of Human Subjects in Research will screen applications for *exempt* status to determine eligibility for this classification. The form on the following pages must be completed and submitted to the Committee office prior to initiation of the research project.

Research involving vulnerable subject populations may not apply to the categories of exemption. (*Vulnerable populations* is defined in the federal regulations as: children, prisoners, pregnant women, handicapped, or mentally disabled persons, or economically or educationally disadvantaged persons.)

The use of children as research subjects is strictly controlled by federal regulations. Some categories are admissible for research with children only as indicated below.

Exemption is determined only by the Committee on the Use of Human Subjects in Research. Determinations of exemption are not made by an independent investigator or at the collegiate level. *Exemption* waives the need for full Committee review of proposed research; it does not waive the need for consent of study subjects, and in some cases written consent may be required. Written consent is required for research involving subjects in hospitals and nursing homes, as required by Minnesota Statute 1982, Section 144.651.

All applications must be typewritten. All questions pertaining to the exemption claim must be completed; incomplete applications will be returned, resulting in delays. All attachments must accompany the original application (including interview schedules, questionnaires, etc.) Student researchers must include an advisor's signature on all applications.

Completed forms and attachments should be mailed to:

Committee on the Use of Human Subjects in Research
1100 Washington Avenue South, Suite 201
Minneapolis, MN 55415
(U.S. or Campus Mail)

Questions concerning exemptions or other aspects of human subjects research review should be addressed to:

Maira Keane, Administrator, 612/624-1889 (Internet: maira@ortt.umn.edu)
Ellen Stewart, Executive Assistant, 612/624-8841 (Internet: ellen@ortt.umn.edu)

Research may not be initiated until written notification of exemption is received. This includes recruitment of subjects, advertising, mailing or distributing consent forms, data gathering, etc.

NOTE: Exemption category numbers have changed!
The numbers listed prior to August 19, 1991 are no longer valid.

As of 2/14/91

Exemption Categories

These categories are identified in 45 CFR 46 101 (b) and are effective on August 19, 1991. The category number preceding each description is the number to claim on question number 2 on the application form.

1. INSTRUCTIONAL STRATEGIES IN EDUCATIONAL SETTINGS

Research conducted in established or commonly accepted educational settings involving normal educational practices such as:

- i) research on regular and special educational instructional strategies, or
- ii) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.

- [This category may be applied to research involving children.]

2. SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

- i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects, and
- ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation.

- [Surveys on sensitive or personal topics which may cause stress to study participants are not exempt from Committee review.]
- [The section of this category pertaining to standardized educational tests may be applied to research involving children. This category may also apply to research with children when the investigator observes public behavior but does not participate in that behavior or activity. This section is *not* applicable to survey or interview research involving children.]

3. PUBLIC OFFICIALS; SURVEYS/INTERVIEWS; EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR

Research involving the use of educational tests (cognitive, diagnostic, aptitude achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) of this section if:

- i) the human subjects are elected officials or candidates for public office; or
- ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

4. EXISTING DATA; RECORDS REVIEW; PATHOLOGICAL SPECIMENS

Research involving the collection or study of existing data, documents, records, pathological specimens, if these sources are publicly available or if the information is recorded in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

- [Records considered *private* based on federal and state statute, including medical records and education records, require written release by the study subject or by the *custodian of the record*. Researchers are cautioned that review of private records involving access to and/or recording of identifiable information is *not exempt* from Committee Review and requires written consent of the study subject. Existing public records do not require prior consent of subjects to review the records.]
- [Pathological or diagnostic specimens which are considered *waste* and are destined to be destroyed can be used in research and are considered exempt from Committee review if there are no patient identifiers linked to the specimen and if the data is not intended to be used in the diagnosis or treatment of a patient. (If either of these conditions apply, consent of the research subject is required and a higher level of Committee review is required.) Specimens retrieved as *extra* during a clinical procedure require review at a higher level and require written consent from the subject.]
- [Inclusion of fetal tissue in the pathological specimens category of exempt research is prohibited by regulation.]

5. PUBLIC SERVICE PROGRAMS; DEMONSTRATION PROJECTS

Research and demonstration projects which are conducted by, or subject to, the approval of department or agency heads, and which are designed to study, evaluate or otherwise examine:

- i) public benefit or service programs;
- ii) procedures for obtaining benefits or services under those programs;
- iii) possible changes in, or alternatives to, those programs or procedures; or
- iv) possible changes in the methods or levels of payment for benefits or services under those programs.

6. TASTE TESTING AND FOOD QUALITY EVALUATION

Taste and food quality evaluation and consumer acceptance studies:

- i) if wholesome foods without additives are consumed; or
 - ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural, chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety Inspection Service or the U.S. Department of Agriculture.
- [This category may be applied to research involving children; however, University policy requires written parental consent to include children in taste testing studies.]

UNIVERSITY OF MINNESOTA GRADUATE SCHOOL

PH.D. THESIS TITLE
OR
ED.D. PROJECT TITLE

The Thesis Statement or Project Prospectus must be attached to this form

NAME				PHONE NUMBER
	(LAST)	(FIRST)	(MIDDLE)	I.D. NUMBER
ADDRESS				DEGREE SOUGHT
	(STREET)			MAJOR FIELD
	(CITY)	(STATE)	(ZIP CODE)	MINOR (IF DECLARED)

GRADUATE OF	INSTITUTION	DEGREE	YEAR	HONORS

Thesis Title (Ph.D.)

Project Title (Ed.D.)

Print Adviser's Name Here

Director of Graduate Studies' Signature

Adviser's Signature

SPACE BELOW THIS LINE IS FOR GRADUATE SCHOOL USE

Thesis or Project Registered:

Date

Graduate School Approval

Administrative Officer

Date

Final Oral Examining Committee

Reviewers

Chairperson

SECTION 6

STUDENT PERFORMANCE AND PROGRESS

Students admitted to the doctoral program are selected on the basis of criteria that predict ability to successfully complete the program. The Graduate School expects faculty for the various degrees to monitor student progress after admission to avoid the potential problems that may develop if individual students do not perform as predicted.

The Vocational Education Graduate Faculty is committed to helping students have a successful experience and make adequate progress in preparing for examinations and in completing the dissertation. Students are expected to take responsibility for evaluating their own progress. Advisors are expected to provide the major Department effort in monitoring student achievement. However, the faculty has established criteria which the Director of Graduate Studies monitors to be certain that the faculty's expectations for monitoring are being met and that minimum standards for performance are satisfied.

The minimum standards used in monitoring adequate achievement on course work are:

1. a minimum cumulative grade point average of 3.0
2. a maximum of 10 credits of incomplete.

The Director of Graduate Studies notifies the student's advisor(s) when the Graduate School data base indicates a cumulative GPA of less than 3.0. The student and advisor are expected to develop a plan which will result in improved performance and adequate mastery of the content of courses. If the GPA does not improve in the next two quarters (15 credits), the student will be asked to provide the Graduate Studies Committee with a statement of justification for continuation in the program. The Graduate Studies Committee will vote to continue or drop the student from the program. In the case of a vote to continue, the Graduate Studies Committee will establish the conditions for future performance and continuing review.

Since the conditions related to incompletes are best known to the student, the Director of Graduate Studies sends a letter to students who have 10 or more credits of incomplete. The student is asked to submit an explanation of the incompletes. If the student fails to respond, a hold is placed on their registration for the next quarter. If the explanation for the incompletes is not acceptable, the student will not be allowed to register until a reasonable number of incompletes are removed.

The Graduate School policy for satisfactory progress on the dissertation is basically a five year time limit. "All requirements for the doctoral degree must be completed by five years from the end of the quarter following the quarter in which the student passes the preliminary oral examination" (G.S. Form 15, 1/89). Department policy for monitoring degree progress was approved by the faculty on April 14, 1988. Under the

policy, the Director of Graduate Studies will request a written status report on the second and, if necessary, third anniversaries of the preliminary oral. The report shall include a statement of progress to-date, an estimate of the date of completion of the thesis, and signature of the advisor or a statement of the desire to be dropped from candidacy.

On the fourth anniversary of the preliminary oral, the DGS will notify the student that one year remains to complete the degree. This letter will specify that (a) a petition for extension of the five year limit will require review by the Graduate Studies Committee, (b) the student must submit the petition and written justification for the need for additional time (a draft copy of the dissertation work completed to-date must be submitted to verify that work completed suggests the possibility of completion within the extension period requested), and (c) the petition process must be completed during the regular academic year and at least one quarter in advance of the time expiration. Full-time employment is not considered an extraordinary event and therefore is not justification for an extension. If the petition is not approved, the student is dropped from the program. The student may be recommended for reinstatement by the faculty with conditions for reinstatement defined by the Graduate Studies Committee (e.g., required to repeat the preliminary written and oral examination, required to complete additional coursework, required to submit a new dissertation topic and statement). The Graduate School makes the final readmission decision.

Approved by the Faculty
January 24, 1990

SECTION 7

MISCELLANEOUS MATERIALS

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Doctoral Degree Forms and Due Dates	1
Residency Requirements Effective Fall 1991	2

PH.D. HANDBOOK - "LIST OF REPORTING FORMS"
GRADUATE SCHOOL
SUMMARY OF PROCEDURES FROM INITIAL REGISTRATION TO GRADUATION

All students are responsible for the regulations and requirements published in the current Graduate School Bulletin. This summary has been prepared to assist students in completing the steps necessary for graduation. It should be used in conjunction with the Bulletin. Graduate School degrees are awarded monthly provided the Application for Degree is submitted to the graduation fee (and final quarter fee if doctorate) is paid at Student Relations, 150 Williamson on the Minneapolis campus or 130 Coffey Hall on the St. Paul campus on or before the first working day of that month. All other requirements must be completed by the last working day of that month. Graduating in any month before the end of the quarter may affect eligibility for student loans, housing, etc. Check with the appropriate office if you have questions.

<u>DOCTORAL DEGREE</u> Degree Program	<u>Where Available</u> Cabinet, 3rd Floor Hallway Johnston* (210 VoTech)	<u>Date Due</u> At least 2 quarters before preliminary oral.
Written Preliminary Examination Report	Cabinet, 3rd Floor Hallway Johnston (210 VoTech)	After completion of all prelim written exams and at least one week before preliminary oral.
Oral Preliminary Examination Report	Received from 316 Johnston. Exam must be scheduled at least one week in advance with that office.	At least one academic quarter (or 10 weeks) before final exam.
Thesis Title	Cabinet, 3rd Floor Hallway Johnston* (210 VoTech)	The quarter after passing preliminary oral.
Methodology Approval	210 Vo Tech	Before study implementation.
Thesis Reviewer's Report (Ph.D. and Ed.D. only)	Received when thesis title page submitted to 316 Johnston Hall <u>at least two weeks before the final oral examination.</u>	Due back to 316 one week before the final exam. Application for Degree is due first work day of intended month of graduation. All other forms due the last work day of that month.

Additional forms given at this time: Survey of Earned Doctorates, Microfilm Agreement Application for Degree Graduation Information.

Final Examination Report Form	Received from 316 Johnston Exam must be scheduled at least one week in advance with that office.	Due last work day of month to graduate that month.
Two Copies of Bound Thesis (Ph.D., Ed.D.) and Thesis Abstract (signed by adviser)		Due last work day of month to graduate that month.
<u>SPECIAL PURPOSE FORMS</u> Cancel-Add Form (for changing registration)	Cabinet, 3rd Floor Hallway Johnston* Also in <u>Class Schedule</u>	<u>For information regarding:</u> Programs, petitions and theses: 625-2306 <u>Doctoral Exams:</u> Prelim. Oral 625-5367 Final Oral 625-5833 <u>Graduation:</u> Master's 625-4019 Doctoral 625-5833
Petition form (for requesting changes on an approved program and extensions of time).	Cabinet, 3rd Floor Hallway Johnston* (210 VoTech)	
Language Certification	316 Johnston Hall	
Change of Status Form (for readmission, changing major or degree objective)	306 Johnston Hall (625-8060)	

*Also available on the St. Paul Campus, 130 Coffey Hall.

CONTINUING AND READMITTED STUDENTS
Summary of Changes to the Registration and Tuition Structure
Effective Fall Quarter 1991

Supplement to the 1990-92 Graduate School Bulletin
 Consult the Bulletin for complete degree requirements

1) General Registration Requirements

- "Student Status" (zero-credit) has been abolished. Students should register for coursework, "Directed Studies," "Directed Research," thesis credits, or other registration categories that reflect the academic work in which they are actually engaged.
- Doctoral students may not register for doctoral thesis credits (course 8888) until the quarter after passing the preliminary oral examination. (See item 3 below regarding doctoral thesis credit registrations before fall quarter 1991.)

2) Residency Requirement

- For students pursuing the master's degree and specialist certificate, the residency requirement has been abolished.
- Doctoral students are responsible for a residency requirement of 7.0 full-time quarters registered in the University of Minnesota Graduate School (the previous requirement was 9.0 quarters). Doctoral residency will be calculated as follows:
 - For each fall, winter, or spring quarter of 7 or more credits: 1.0 quarters of residency granted.
 - For each fall, winter, or spring quarter of 1-6 credits: 0.1 quarters of residency granted for each credit of registration.
 - For each summer session: Summer session 1 and 2 registrations in the same academic year will be added together; if total credits is 7 or more, 1.0 quarter of residency will be granted; if total credits is 1-6, 0.1 quarter of residency will be granted for each credit of registration.
- Residency credit will no longer be granted for coursework transferred from outside the Graduate School, or for a prior master's degree from another institution (although coursework may still be transferred to the student's degree program).

NOTE: All students registered in a doctoral degree program by the end of second summer session 1991 and who satisfied the previous doctoral residency requirement by the end of second summer session 1991, are considered to have completed the new residency requirement as well. If satisfaction of the previous residency requirement depended on credit for the transfer of coursework or

recognition of a prior master's degree, a doctoral degree program must have been submitted to the Graduate School by the end of second summer session 1991 (21 August 1991).

- Half-price tuition has been abolished, both for those students in degree programs who have satisfied the residency requirement, and for those students enrolled under the non-degree "Coursework Only" status.

3) Thesis Credit Requirement

- Doctoral students must register for 36 doctoral thesis credits (8888) at the University of Minnesota beginning the quarter after they have passed the preliminary oral examination.
- The requirement of 36 doctoral thesis credits can no longer be reduced by transfer of master's thesis credits.

NOTE: All doctoral thesis credit registrations before fall quarter 1991 -- whether registered before or after the preliminary oral examination -- will be accepted by the Graduate School toward fulfillment of the 36 doctoral thesis credit requirement. Such students will no longer be permitted to register for additional thesis credits until they have passed the preliminary oral examination.

Doctoral degree programs received in the Graduate School by the end of second summer session 1991 (21 August 1991) were approved under the previous policy that permitted a reduction of the doctoral thesis credit requirement through the transfer of thesis credits from a master's degree. Students who submitted a doctoral degree program by that date will be permitted to graduate under these reduced requirements, as long as they remain currently active students in good standing.

Similarly, students who were previously exempted from the thesis credit and residency requirements will be able to graduate without registering for thesis credits or satisfying a residency requirement, as long as they remain currently active students in good standing.

- A reduced thesis credit tuition rate is available for doctoral students who are in the final stages of completing their degrees. This reduced rate applies once students have met all the following conditions:
 - have passed the preliminary oral examination
 - have registered for a minimum of 36 doctoral thesis credits
 - have registered for a minimum of 7 full-time quarters in the Graduate School (see item 2 above)
 - are registering only for doctoral thesis credits.

This reduced rate is not available until the quarter after the student has met all the above conditions. At the close of each quarter's registration period, those students who qualify for this reduced tuition rate will be identified by the

Registrar's office and will be sent revised fee statements. Students who had already paid their tuition at the higher rate will be eligible for a refund; any University accounts charged for the tuition of assistantship and fellowship holders will be credited as appropriate.

NOTE: As mentioned earlier in this supplement, some doctoral students may be permitted to graduate under reduced residency or thesis credit requirements. In order to qualify for the special thesis credit tuition rate, such students would have to meet the same four conditions described just above.

Questions concerning the new tuition and registration system should be directed to the staff of the Graduate School's matriculation office, 316 Johnston Hall (625-3490).